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ABSTRACT

A series of 28 15-minute video programs in mathematics designed for use in grade 4, It Figures uses a combination of drama and animation to focus on mathematical skills, ideas, and problem-solving strategies. This instructional television series has been used in the United States and Canada since 1982, and a survey of selected teachers using It Figures was conducted in December 1983 to assess their reactions to the programs. Of the sample of 117 teachers, 66 (65%) responded to the survey, which was divided into 5 sections: (1) teachers' backgrounds; (2) how teachers discovered and used It Figures; (3) perceived cognitive and attitudinal effects of It Figures; (4) teachers' reactions to the teacher's guide; and (5) overall reactions to the series. For each section of the survey, findings for several items are presented graphically and their implications are discussed. The teachers reported using It Figures in diverse ways encompassing the means by which they received the series, how they integrated it with their mathematics curriculum, and even the grade levels with which they used it. Notwithstanding the diverse implementation patterns, these teachers consistently reported positive perceptions of the series' impact. Conclusions and recommendations for further research, a reference list, a list of the It Figures consortium, and the survey instrument are included. (THC)

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Research Report

NUMBER 92

IT FIGURES:

A SURVEY OF USERS

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IT FIGURES:

A SURVEY OF USERS

Research Report 92

June 1984

Agency for Instructional Television
Box A
Bloomington, Indiana 47402

The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related print materials available in audiovisual formats. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices are in Bloomington, Indiana

IR011419

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Introduction

It Figures is a series of twenty-eight 15-minute video programs in mathematics designed for use in grade four. Using a combination of drama and animation, the programs focus on mathematical skills, ideas, and problem-solving strategies. The series was released in the fall of 1982.

Since its release, *It Figures* has been widely used. In extrapolating from a random sample, the author of a recent study of instructional media use projected that 44,600 teachers and 982,000 students viewed *It Figures* in 1982-83. These results rank *It Figures* eleventh among all ITV series used in the United States in 1982-83. (Riccobono, in press)

Given the widespread use of *It Figures* and the anticipated development of future mathematics series (see Prospectus issued August, 1983, *Mathematics for the '80s*), AIT decided to assess the reactions of teachers to *It Figures*. In December of 1983 a survey of selected teachers who had used *It Figures* was conducted. The preliminary findings were reported at a February, 1984 meeting of over 100 representatives of 47 agencies that are potential members of the *Mathematics for the '80s* consortium. This paper details the development and findings of the survey.

Instrument Development

The initial work on the instrument that was used to survey teachers began in October, 1983. The instrument was developed in consultation with an ad hoc committee consisting of the chief consultant for *It Figures*, the chief instructional designer for *It Figures*, and several AIT staff members. This committee identified two primary questions that would guide the development of the instrument.

1. What are teachers' patterns of use for *It Figures*?
2. What are the perceived effects of *It Figures*?

From these two basic questions flowed a plethora of specific items for the survey. In fact, developers of the instrument were concerned that the survey might become so long that it would overwhelm teachers. The final instrument was completed in November, 1983 and consisted of five sections with a total of 37 items. (A copy of the instrument appears in Appendix A, page 26.)

The foci of the five sections are:

Section	Focus
Section I	Teachers' backgrounds and demographics
Section II	Teachers' discovery of and patterns of use for *It Figures*

Section III	The perceived effects of *It Figures*
Section IV	Teachers' reactions to the *It Figures* teacher's guide
Section V	Overall

This paper reports the findings and discusses the implications of these findings for each section. The implications of these findings for the two primary questions the survey was designed to address are then discussed.

Sample Selection

At the same time the instrument was being developed, a list of teachers who were using *It Figures* was being compiled. Representatives of the agencies that cooperated to develop *It Figures* (see page 25) were asked for the names and addresses of teachers from their state or province who were using the series. This process identified 117 teachers from 17 consortium agencies.

In late December, 1983, near the end of the first semester of classes in many schools (the third semester *It Figures* was available), a packet of materials was mailed to each of those 117 teachers. This packet included a cover letter, a questionnaire, a return envelope, and a dollar bill, which was included as a token of thanks for completing and returning the questionnaire by January 15, 1984.

Seventy-six questionnaires (65% of those mailed) were returned. Let's now examine the findings, beginning with the characteristics of the sample.

Findings

For each section of the survey, the findings for each item are presented graphically and their implications are then discussed. Due to rounding, all numbers do not total 100%.

Section I

Section I addressed the teachers' backgrounds. It asked:

1. Teacher's state or province
2. Years in the teaching profession
3. Years of using instructional television in the classroom
4. Grades taught
5. Use of any other instructional television series or programs
6. Educational background

Table 1 and Figures 1-5 detail the findings of Section I.

Table 1

Location of Responding Teachers*

Alabama	5	Massachusetts	1
Alberta	3	Nebraska	10
Arkansas	2	New Jersey	6
Colorado	6	Ohio	9
Hawaii	1	Oklahoma	9
Iowa	1	South Carolina	6
Kansas	1	Virginia	4
Kentucky	4	Wisconsin	5
Maryland	2		

*One teacher did not identify his/her state.

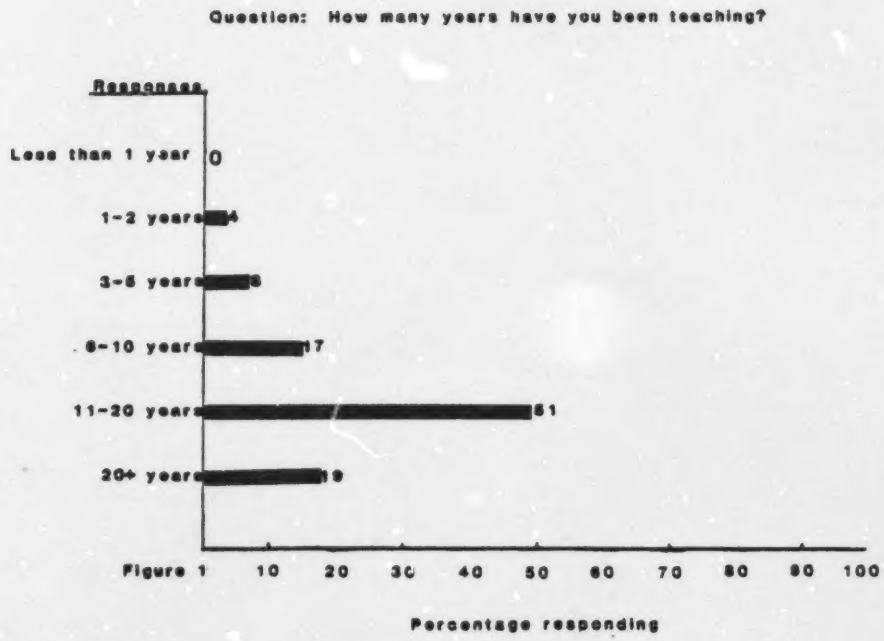

Figure 1

Question: How long have you been using instructional television (ITV) in your classroom?

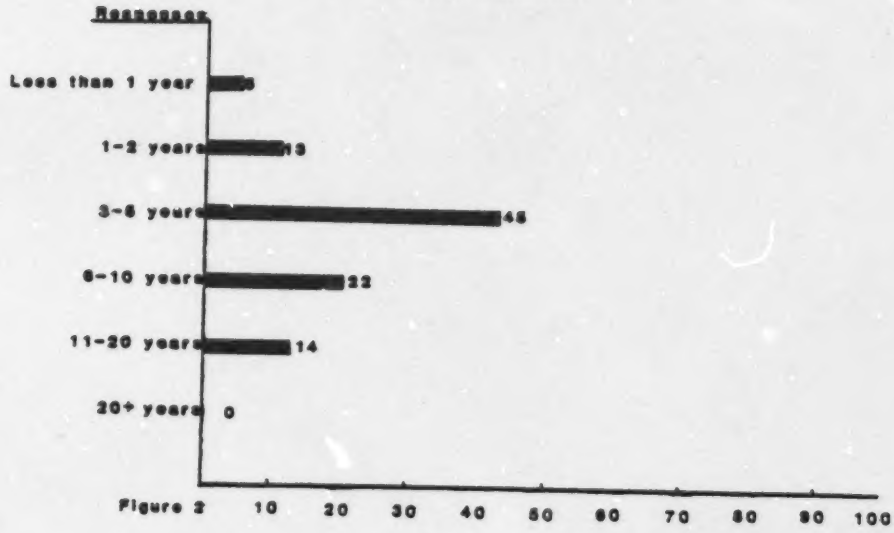

Figure 2

Question: What grades do you teach?

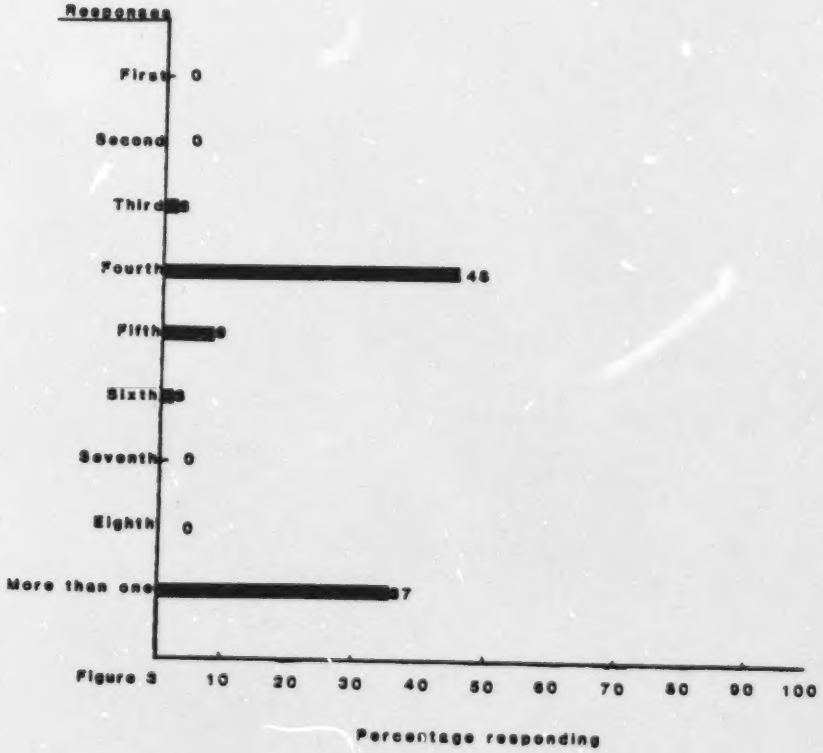

Figure 3

8

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Question: Do you use any other instructional television series or programs?

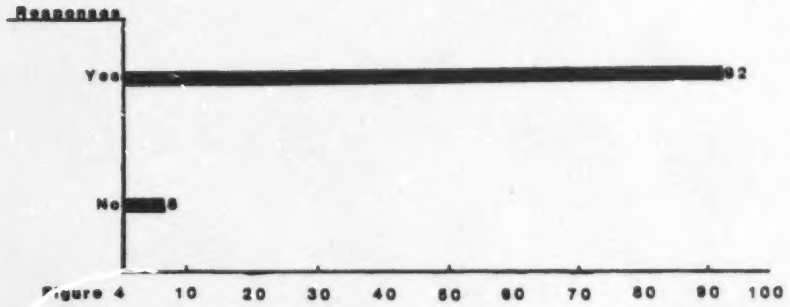

Figure 4

Question: What is your educational background?

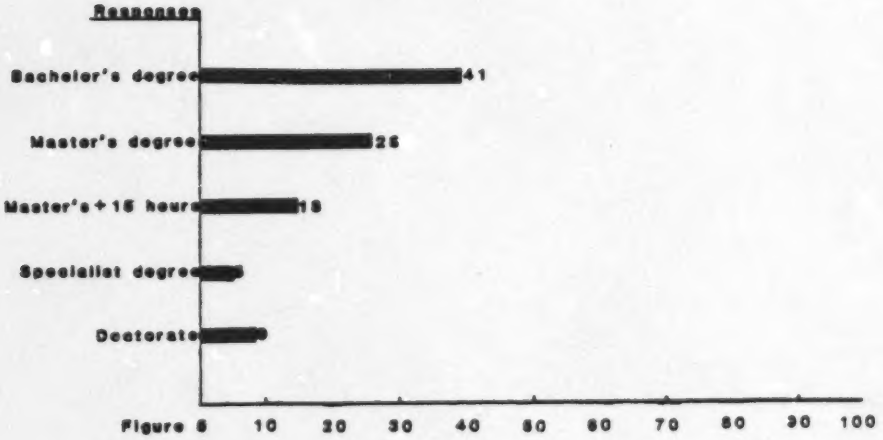

Figure 5

These teachers are an experienced crew; 68% had taught eleven or more years. They are also teachers who use ITV in their classes; 92% indicated they had used other ITV series or programs. This finding, which may indicate a positive predisposition toward ITV as an instructional resource, should be considered in interpreting the survey's findings.

The major strength of the sample is the diversity of locations (17) represented by the respondents (see Table 1). As we will see with Section II findings, a variety of patterns of use for *It Figures* were reported from these many locations.

The major weakness of the sample is the manner in which it was selected: consortium members submitted the teachers' names. Thus, the sample was not randomly drawn.

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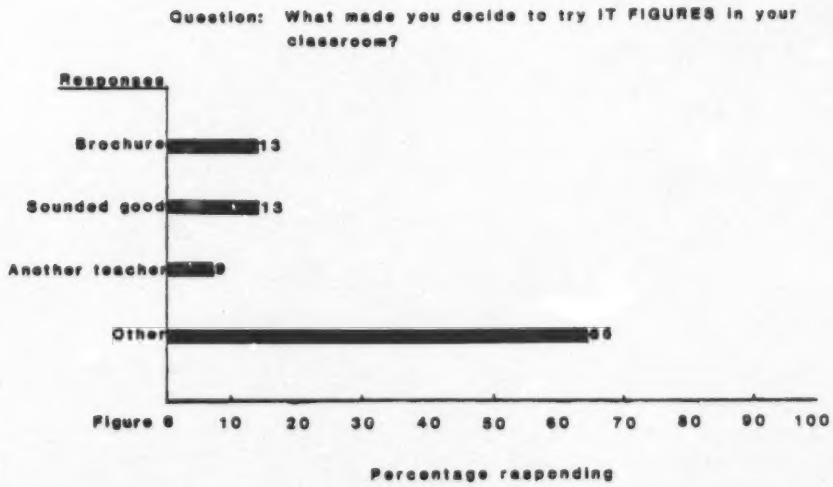
Section II

Section II asked the teachers how they discovered and used *It Figures*. It addressed:

1. Initial decision to use *It Figures*
2. Initial source of information about *It Figures*
3. In-service workshops dealing with *It Figures*
4. Frequency of use of *It Figures*
5. How *It Figures* is received
6. Grade levels at which *It Figures* is used
7. How *It Figures* is used with classes
8. When an *It Figures* program is used in a lesson

Figures 6-13 and Table 2 detail the findings for Section II.



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Question: How did you find out about IT FIGURES?

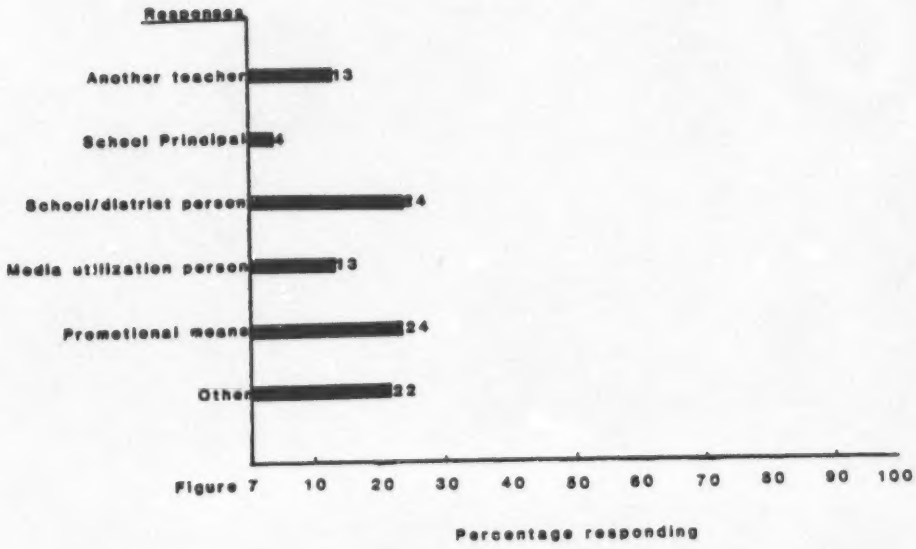

Figure 7

Question: Have you had any in-service workshops dealing with IT FIGURES?

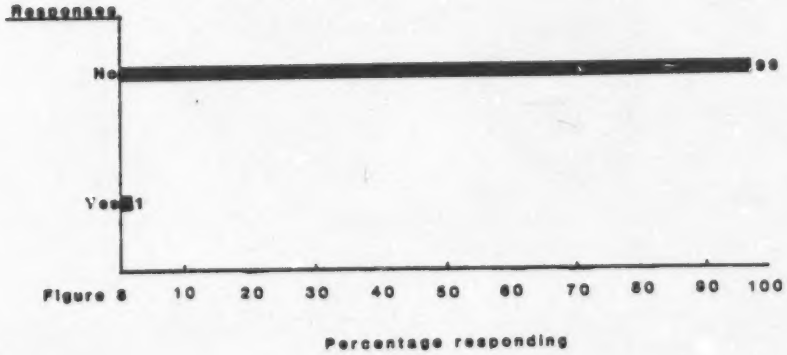

Figure 8

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Question: How often do you use IT FIGURES?

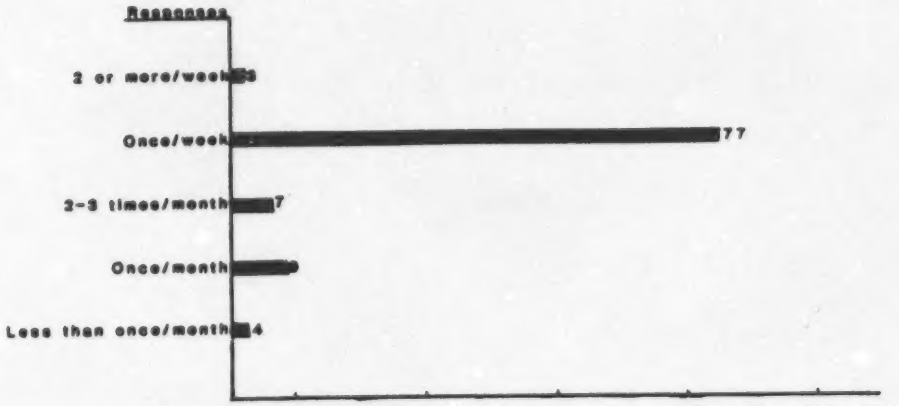

Figure 9

Question: How do you receive IT FIGURES?

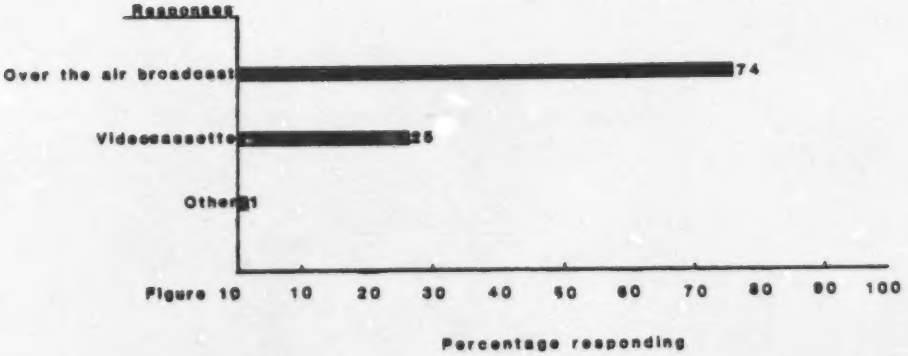

Figure 10

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Question: With what grade level(s) do you use IT FIGURES?

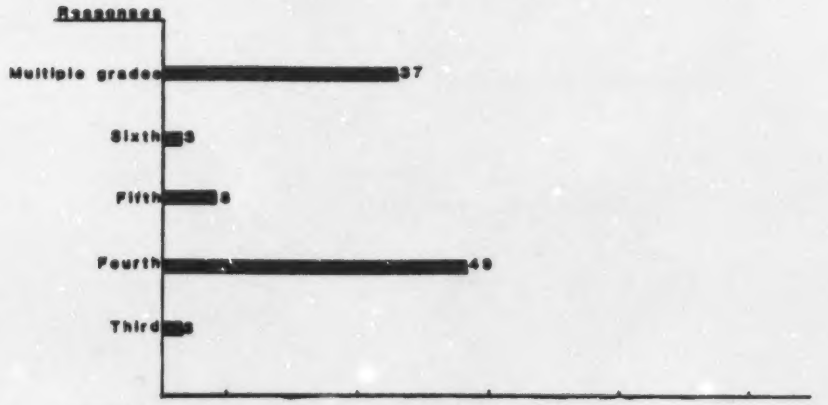

Figure 11

Question: How do you use IT FIGURES with your classes?

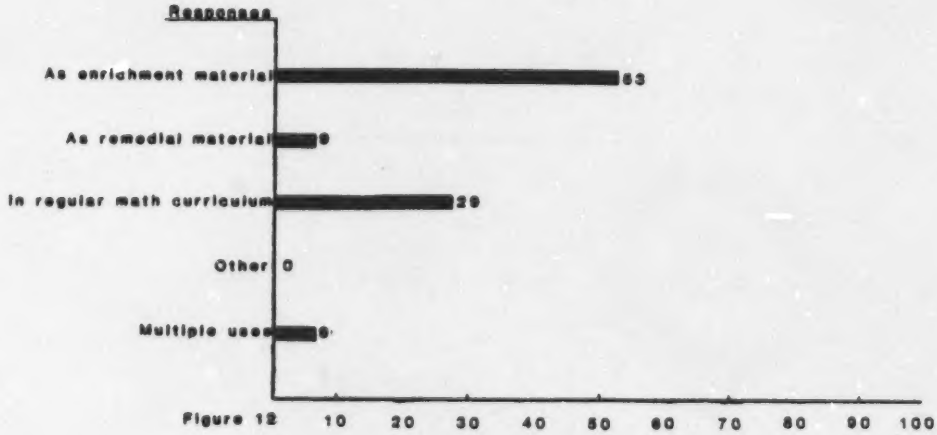

Figure 12

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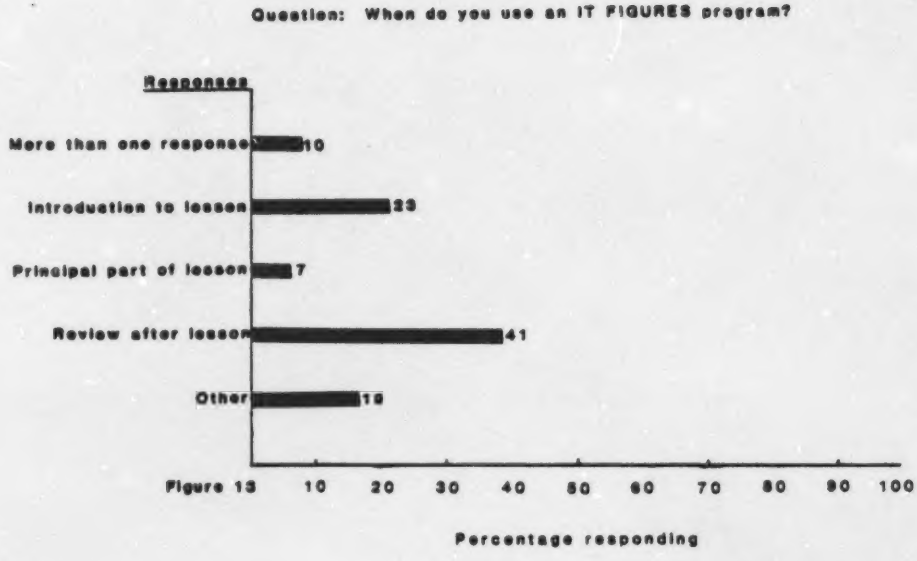

Figure 13

Table 2

Number of Programs Used

Number of Programs Used	Percentage of Respondents	Number of Programs Used	Percentage of Respondents
1	1	12	11
2	1	13	14
3	4	14	8
4	4	15	3
5	3	16	3
6	4	17	3
7	3	18	0
8	4	19	9
9	5	20	1
10	9	21	1
11	1	22-27	0
		28	17

All 76 teachers had used at least one *It Figures* program. For those active in ITV, among the most interesting findings may be how these teachers discovered *It Figures* and what made them decide to try it in the classroom. About half of these teachers indicated they found out about *It Figures* from either a school or district media person (24%), or a promotional brochure or advertisement (24%). Many of the 22% who checked "Other" (Figure 7) said they had read about it in the ITV broadcast schedule. The diversity of responses to this item indicated that these teachers discovered *It Figures* from a variety of sources. Interestingly, although many of the teachers found out about *It Figures* from a personal contact, almost all (99%) had had no in-

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service workshops dealing with *It Figures*.

Once the teachers knew about the series, what made them decide to try it in their classroom? Many teachers (33%) simply wrote: "Good math materials are hard to find."

Most of these teachers (74%) received *It Figures* over the air. About the same number (77%) were using it once a week. Over half the teachers (53%) reported using *It Figures* primarily as enrichment material, whereas 29% said they use it as part of the regular mathematics curriculum. Almost half (41%) used *It Figures* for a review, after they had taught a lesson on the subject. However, many teachers commented that how and when they used the series depended on when the series was broadcast. Thus, for the 74% of teachers in the sample who received *It Figures* via broadcast, the broadcast schedule seems to affect how they are able to implement the series.

Teachers were also asked which *It Figures* programs they had used. The majority of respondents had used each of programs 1-13. However, fewer than half had used each of programs 14-28. Quite possibly, these findings reflect the timing of the survey which was taken halfway into the second broadcast year of the series. The mean number of programs used by these teachers was 13.2; only 17% of the sample had used all 28 programs (Table 2).

A surprising finding was that almost half of the teachers (51%) were using the series with grade levels other than the one for which it was designed. *It Figures* was designed for grade four. Over a third of the sample (37%) reported using the series with multiple grades, 8% reported using it only with fifth grade, and 3% reported using it with sixth grade. This response seems to indicate that teachers will seek out and use resources that best meet the needs of their students, even if those materials were designed for other grade levels.

Overall, the findings from Section II of the questionnaire indicate diversity, both in terms of how these teachers discovered *It Figures* and how they are using the series. Although the majority of these teachers received the series from over-the-air broadcast, they had discovered it from a variety of sources, both personal and promotional. They reported using it in different ways with different grade levels. And, several teachers reported that the broadcast schedule itself helped determine when and how they used *It Figures* programs.

Section III

Section III assessed the perceived cognitive and attitudinal effects of *It Figures*. It addressed:

1. The appeal of *It Figures* for both teachers and students
2. The perceived effects of *It Figures* on students' attitudes toward mathematics
3. The perceived effects of *It Figures* on students' understanding of

mathematical processes and ideas

4. The perceived effects of *It Figures* on students' problem-solving abilities
5. The relationship of the *It Figures* programs to the mathematics curriculum

Figures 14-24 detail the findings for Section III.

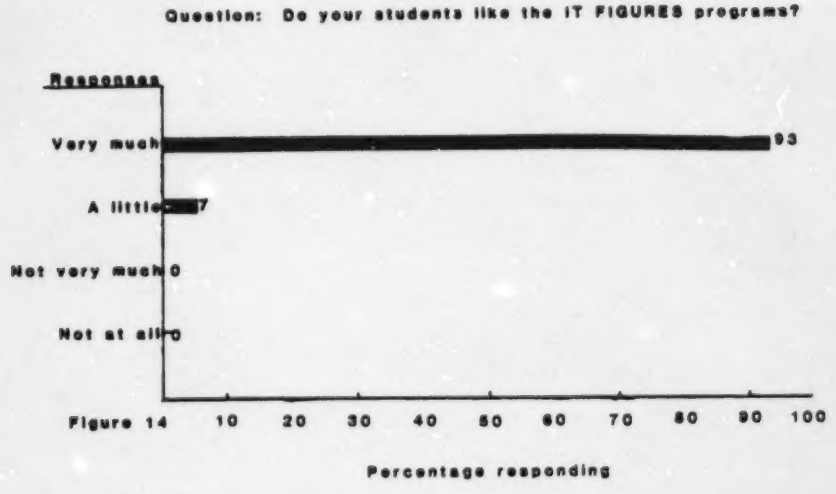

Figure 14

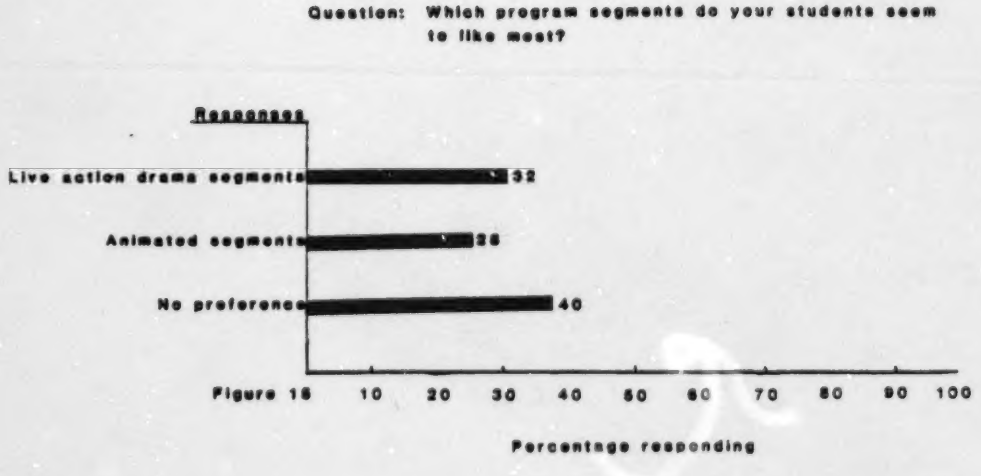

Figure 15

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Question: Do you like the IT FIGURES programs?

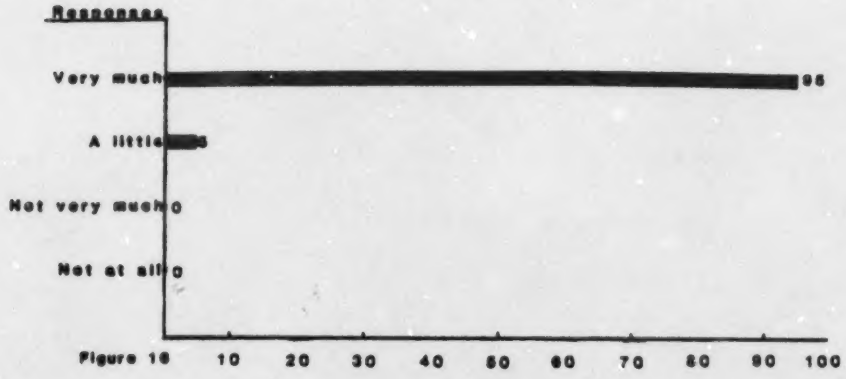

Figure 16

Question: Do you think the IT FIGURES programs improve your students' attitudes about mathematics?

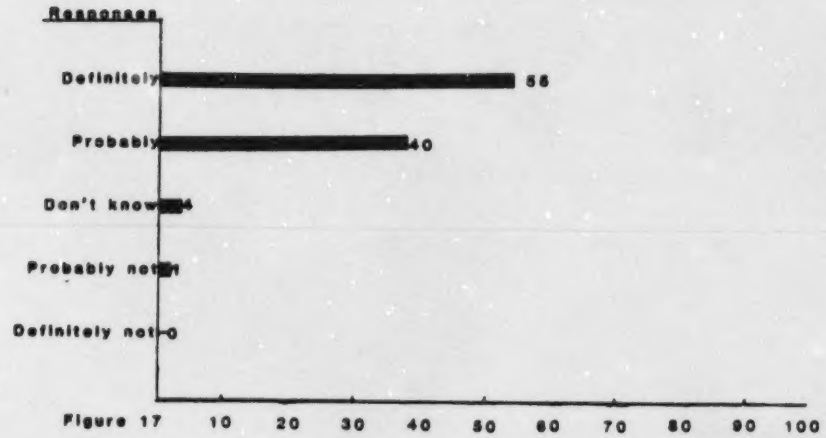

Figure 17

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Question: Do you think the IT FIGURES programs increase your students' understanding of mathematical processes and ideas?

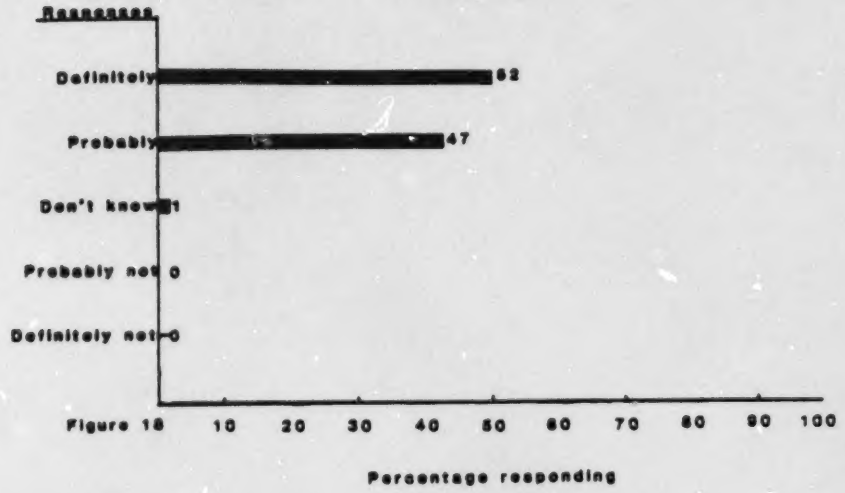

Figure 18

Question: Do you think the IT FIGURES programs help your students better understand the relevance of mathematics to their lives?

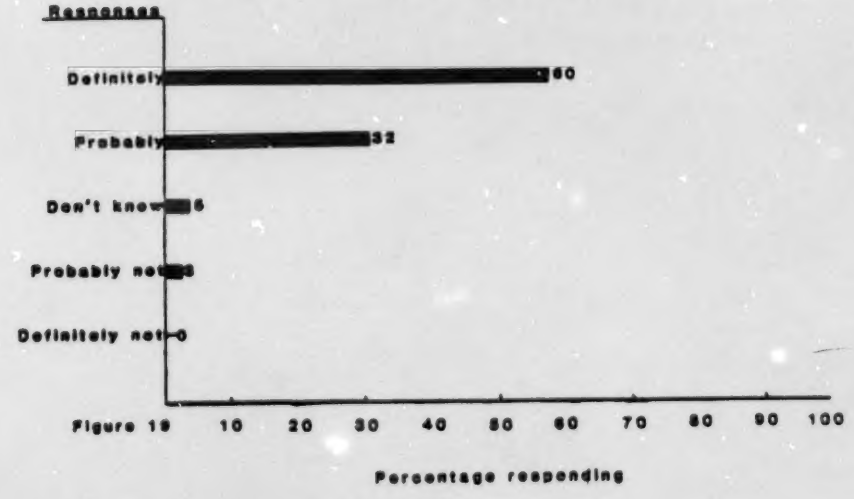

Figure 19

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Question: Do you think the IT FIGURES programs increase your students' willingness to attempt to solve problems?

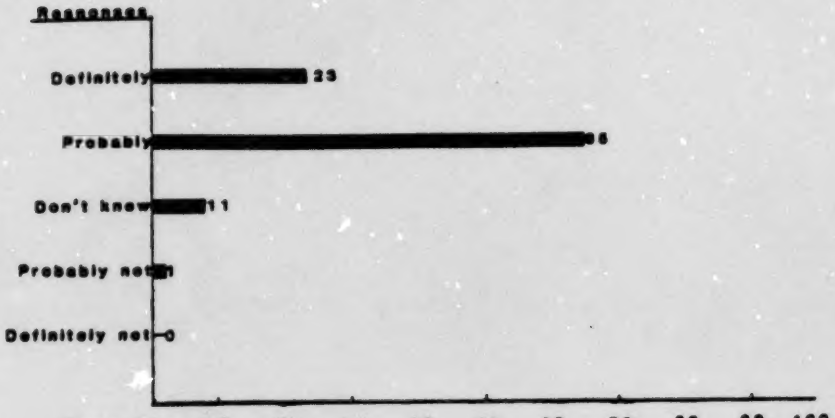

Figure 20

Question: Do you think the IT FIGURES programs increase your students' ability to use planned problem-solving strategies?

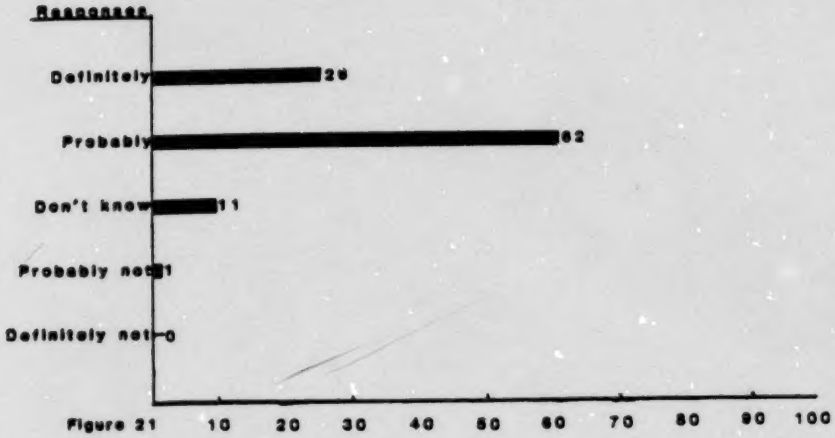

Figure 21

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Question: Which of your students seem to benefit most from viewing the IT FIGURES programs?

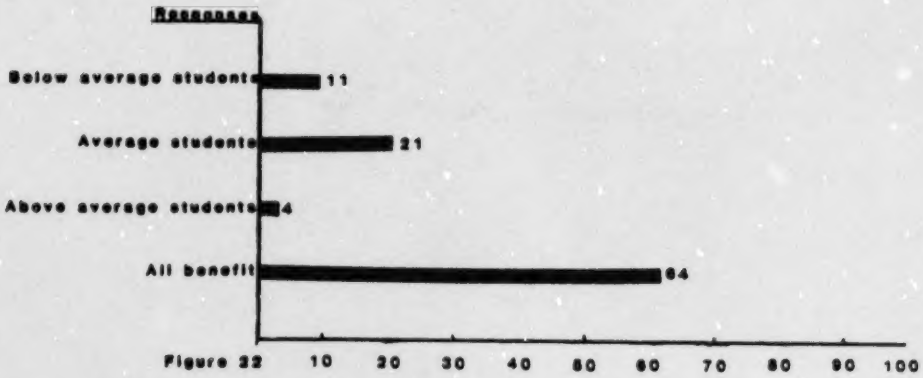

Figure 22

Question: Do the IT FIGURES programs complement your mathematics curriculum?

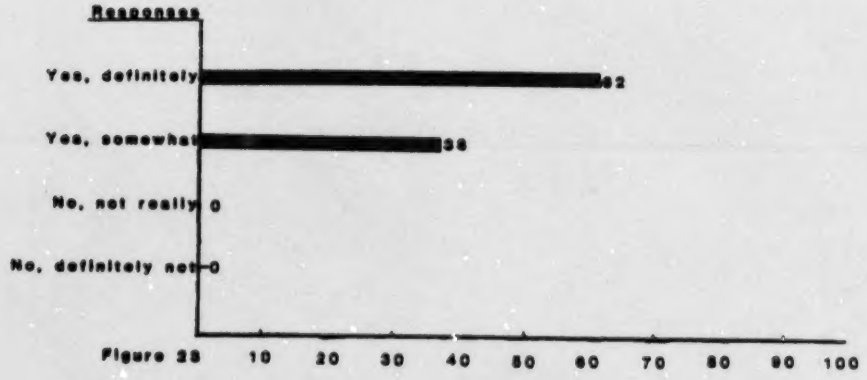

Figure 23

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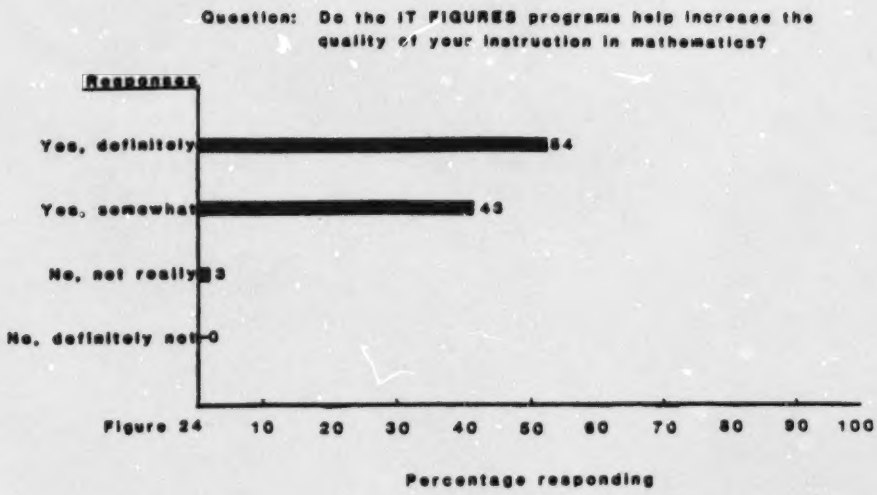


Figure 24

The *It Figures* programs were very appealing to both the teachers and their students. There was some disagreement about which program segments students liked most: 32% thought the live action drama segments were most appealing to their students, 28% thought their students liked the animated segments most, and 40% indicated their students didn't seem to have a preference. Overall, however, these teachers liked the *It Figures* programs and thought their students liked them as well.

Given its widespread appeal, how did these teachers perceive the effects of the series? Almost all the teachers (95%) thought the *It Figures* programs either definitely (55%) or probably (40%) improved their students' attitudes about mathematics. An even higher percentage (99%) thought the programs either definitely (52%) or probably (47%) increased their students' understanding of mathematical processes and ideas. Almost all (92%) also thought the series either definitely (60%) or probably (32%) helped their students better understand the relevance of mathematics to their lives. These findings indicate a consensus among these teachers that *It Figures* has positive effects on their students' attitudes toward and understanding of mathematics.

The teachers were less sure about the impact of *It Figures* on their students' problem-solving abilities. Although most (88%) thought the series increased their students' willingness to attempt to solve problems, only 23% responded "definitely" to this item. Likewise, although most (88%) thought the series increased their students' ability to use planned problem-solving strategies, only 26% responded "definitely" to this item. These findings are subject to multiple interpretations. It's possible that *It Figures* does not affect students' problem-solving abilities as directly as it affects their attitudes toward and understanding of mathematics. On the other hand, it's also possible that changes in students' problem-solving abilities are more difficult to discern than changes in attitude or understanding. Regardless of the reasons, however, these teachers were less sure about *It Figures*' impact on their students' problem-solving approaches than about its effect on their understanding of and attitudes toward mathematics.

Finally, all the teachers thought the *It Figures* programs either definitely (62%) or somewhat (38%) complemented their mathematics curriculum. Almost all (97%) also thought the programs either definitely (54%) or somewhat (43%) helped increase the quality of their instruction in mathematics.

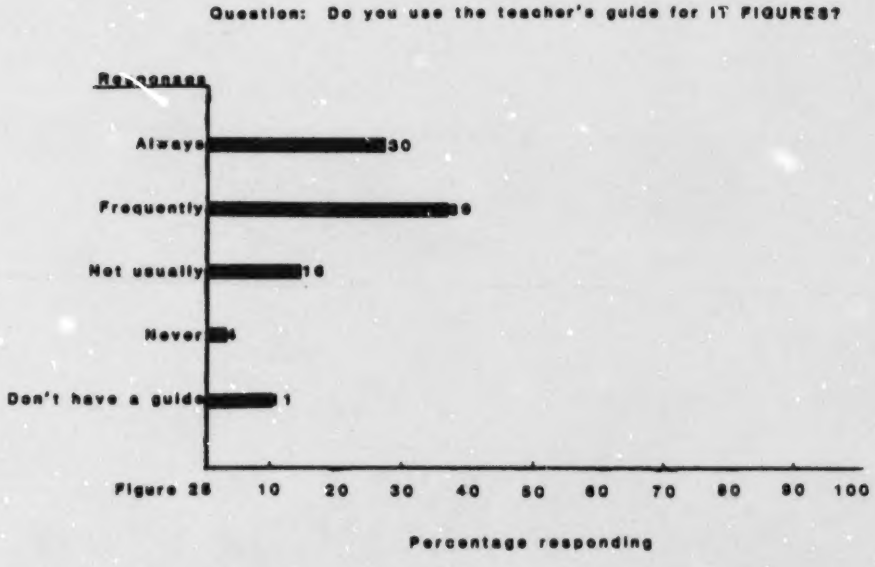
Overall, the teachers were extremely positive about the perceived attitudinal and cognitive effects of *It Figures* on their students. They perceived the series as appealing and instructionally effective, and reported that it improved their students' attitudes toward mathematics. Additionally, they indicated that the series complemented their mathematics curriculum and helped increase the quality of their mathematics instruction.

Section IV

Section IV addressed the teachers' reactions to the teacher's guide. It asked about:

1. Use of the guide
2. Perceived usefulness of the guide

Figures 25-30 depict the findings of this section.*



*Due to an error in copying, these findings were reported incorrectly at the consortium meeting in February, 1984.

Question: Do you find the IT FIGURES teacher's guide useful?

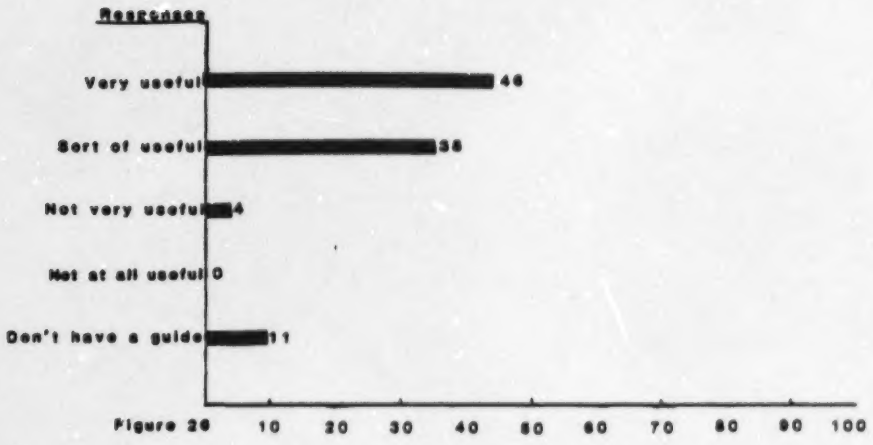


Figure 26

Question: Which sections of the teacher's guide do you use regularly?

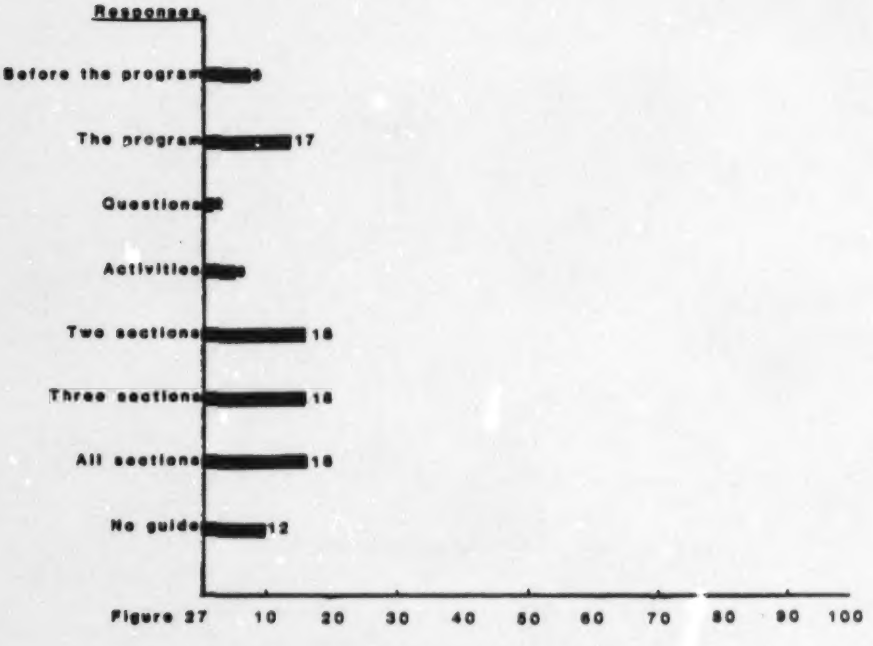


Figure 27

Question: Which section of the teacher's guide, if any, is most useful to you?

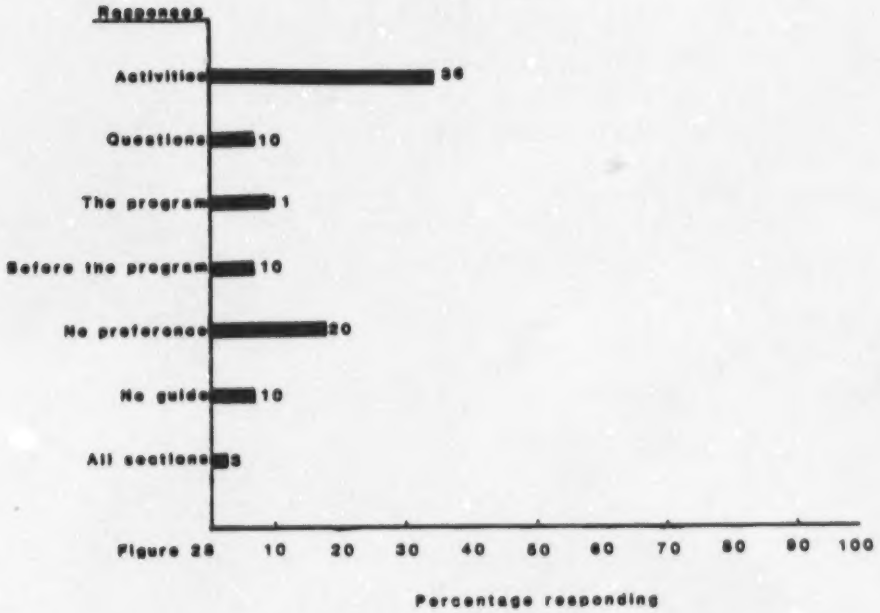


Figure 28

Question: Which section of the teacher's guide, if any, is least useful to you?

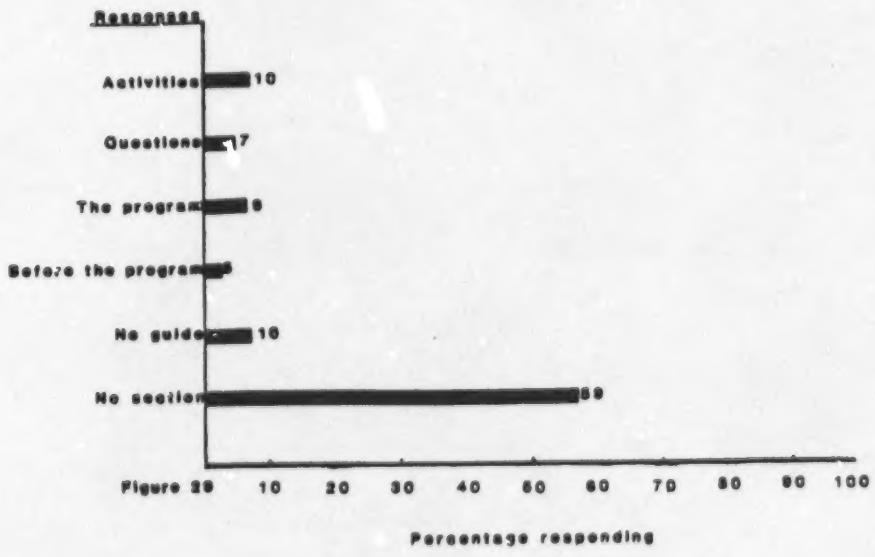
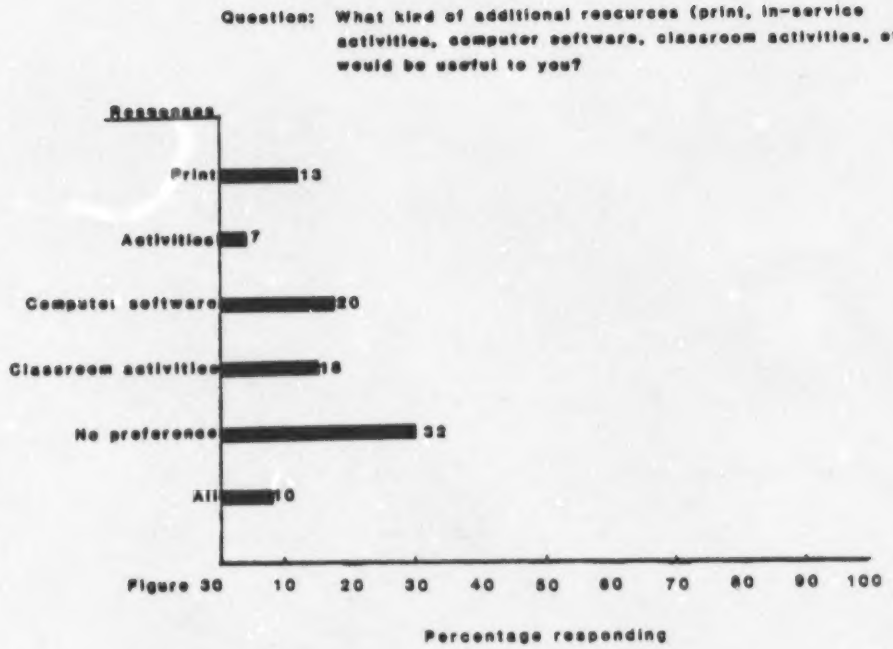


Figure 29



Most of these teachers (69%) reported always (30%) or frequently (39%) using the teacher's guide for *It Figures*. However, some 10% indicated they didn't have a teacher's guide for the series. Of the teachers who were using the guide, most (84%) considered it "very" (52%) or "sort of" (44%) useful. Different teachers used different sections of the guide regularly; only 18% reported regularly using all sections. Over a third (36%) reported that the activities were the most useful section of the guide. More than half the teachers (59%) indicated there was no section of the guide that was least useful to them. Thus, the teachers were also quite positive about the teacher's guide.

Section V

Section V sought some overall reactions to the series. It asked:

1. What teachers liked most about *It Figures*
2. What teachers liked least about *It Figures*
3. Whether teachers would recommend *It Figures* to other teachers

Figures 31-33 show the findings of this section.

Question: What do you like most about the IT FIGURES series?

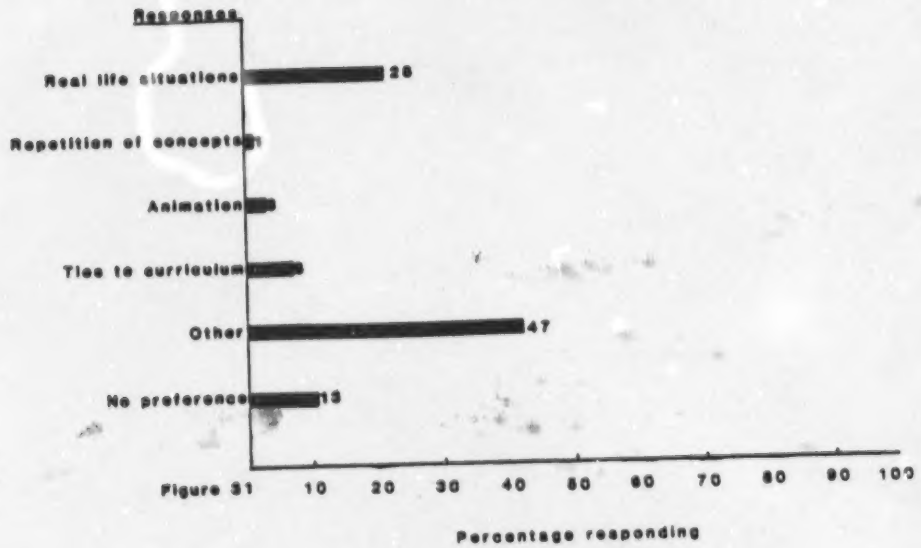


Figure 31

Question: What do you like least about the IT FIGURES series?

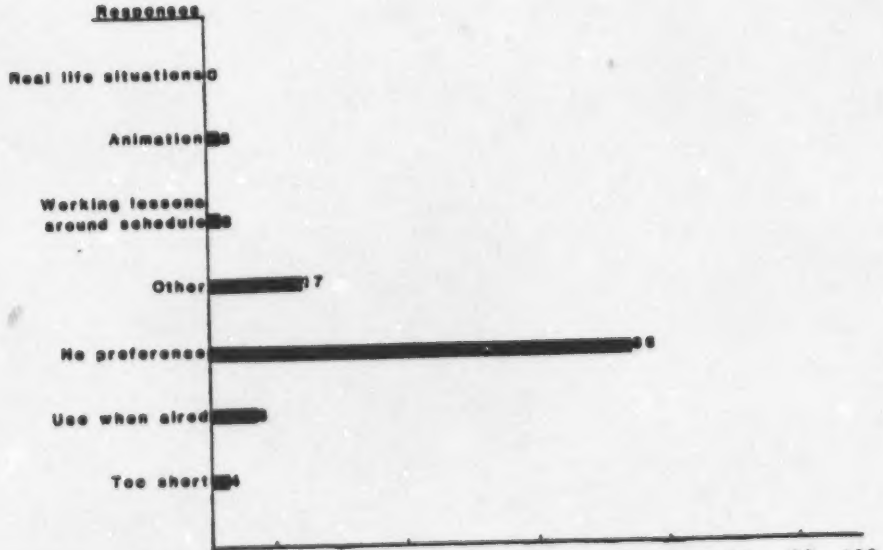


Figure 32

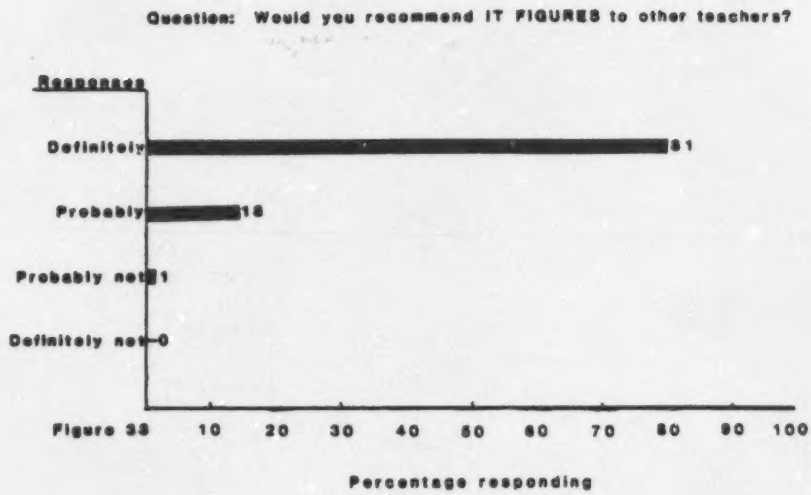


Figure 38

The responses elicited by this section are consistent with the positive findings of the rest of the survey. Perhaps the item that best indicates these teachers' positive reaction to the series is that almost all of them (99%) said they would recommend *It Figures* to other teachers, with most (81%) indicating they definitely would recommend the series.

Conclusions and Recommendations for Further Research

These 76 teachers reported using the *It Figures* programs in diverse ways. This diversity encompassed the means by which they received the series, how they integrated it with their mathematics curriculum, and even the grade levels with which they used it. When one considers the wide geographical spread of the 76 teachers, these diverse implementation strategies are not too surprising.

Notwithstanding the diverse implementation patterns, these teachers consistently reported positive perceptions of the series' impact. The series was very appealing to both the teachers and their students. The teachers thought the series improved their students' attitudes toward mathematics and helped them better understand the relevance of mathematics to their lives. They also thought the series increased their students' understanding of mathematical processes and ideas. To a lesser extent, they thought the series increased their students' willingness to attempt to solve problems and to use planned problem-solving strategies.

Although the findings from these 76 teachers were very favorable to *It Figures*, the results are certainly not widely generalizable. More research is needed prior to making conclusive judgments about the usefulness and instructional impact of *It Figures*. This survey could be repeated with larger numbers of randomly drawn teachers. Even better, however, would be rigorougly designed studies of *It Figures* with sufficient numbers of students to determine empirically the instructional impact of the series. The verification of the positive findings from this survey awaits such research.

Reference List

Mathematics for the '80s: Prospectus for the Fifth Grade Component. AIT, August, 1983.

Riccobono, J.A. Availability, Use, and Support of Instructional Media, 1982-83--Summary File Report of the School Utilization Study. Corporation for Public Broadcasting and National Center for Education Statistics. (In press)

Consortium

It Figures was financed and developed by a consortium of agencies serving twenty-eight states and provinces under the management of Agency for Instructonal Television (AIT).

Members of the *It Figures* consortium are:

Alabama Educational Television Commission

Alaska Department of Education

Alberta Department of Education

Arkansas Educational Television Commission

Arizona: University of Arizona, Division of Media and Instructional Services

California: KLCS, Los Angeles, San Diego Schools, and KOCE, Huntington Beach

Colorado: KRMA, Denver

Connecticut State Department of Education

Florida State Department of Education

Hawaii Department of Education

Idaho State Department of Education

Illinois State Board of Education

Iowa Public Broadcasting Network

Kentucky Authority for Educational Television

Louisiana State Department of Education

Maryland Instructional Television

Missouri Department of Elementary & Secondary Education

Nebraska Department of Education

Nevada: KLVX, Las Vegas

New Jersey Department of Education/ New Jersey Network

Ohio Department of Education

Oklahoma State Department of Education

Quebec Ministry of Education

South Carolina Department of Education, Office of ITV and Radio

Tennessee Department of Education, Division of Educational Television. and WDCN, Nashville

Utah State Office of Education

Virginia Department of Education

Wisconsin Educational Communications Board

APPENDIX A

Agency for Instructional Television

IT FIGURES - Survey of Users

PLEASE RETURN TO AIT BY JANUARY 15, 1984

SECTION I

1. In what state or province do you teach?

2. How many years have you been teaching?

____ less than 1 year	____ 6 - 10 years
____ 1 - 2 years	____ 11 - 20 years
____ 3 - 5 years	____ 20+ years

3. How long have you been using instructional television (ITV) in your classroom?

____ less than 1 year	____ 6 - 10 years
____ 1 - 2 years	____ 11 - 20 years
____ 3 - 5 years	____ 20+ years

4. What grades do you teach (circle all that apply)?

1 2 3 4 5 6 7 8

5. Do you use any other instructional television series or programs?

____ yes ____ no

If yes, which ones?

6. What is your educational background?

____ Bachelor Degree
____ Master's Degree
____ Master's + 15 hours
____ Specialist Degree
____ Doctorate

SECTION II

1. Have you used any of the IT FIGURES programs?

___ yes ___ no

2. What made you decide to try IT FIGURES in your classroom?

3. How did you find out about IT FIGURES?

___ another teacher
___ school principal
___ school or district media person
___ state department or ITV network utilization person
___ promotional brochure or advertisement (please describe)

___ Other (please specify)

4. Have you had any inservice workshops dealing with IT FIGURES?

___ yes ___ no

If yes, answer questions 4a - 4c, if no go to question 5.

4a. Was the workshop devoted exclusively to IT FIGURES?

___ yes, exclusively IT FIGURES
___ no, dealt with a variety of ITV programming

4b. Who conducted the workshop?

___ school media person
___ ITV utilization specialist
___ other (please specify)

4c. How long was the workshop?

___ less than 1 hour
___ 1 - 4 hours
___ 4 - 8 hours
___ more than 8 hours

5. How often do you use IT FIGURES?

___ 2 or more times a week
___ once a week
___ 2 - 3 times a month
___ once a month
___ less than once a month

6. How do you receive IT FIGURES?

___ over-the-air broadcast
___ video-cassette
___ other (please specify)

7. With what grade level(s) do you use IT FIGURES (circle all that apply)?

1 2 3 4 5 6 7

8. Listed below are the IT FIGURES programs. Please circle the programs that you have used.

1. *Deciding When to Use Subtraction*
2. *Deciding How Close to Measure*
3. *Problem Solving: Acting It Out*
4. *Using Estimation*
5. *Understanding Place Value*
6. *Deciding When to Use Multiplication*
7. *Using Fractions*
8. *Problem Solving: Drawing a Picture*
9. *Looking at Objects from Different Positions*
10. *Using Mental Computation*
11. *Using Division*
12. *Problem Solving: Making a Table*
13. *Using Multiplication and Addition*
14. *Relating Fractions and Decimals*
15. *Predicting Your Change*
16. *Using Bar Graphs*
17. *Understanding Remainders*
18. *Problem Solving: Recognizing Necessary Information*
19. *Finding Equivalent Fractions*
20. *Finding Area by Covering*
21. *Making Sense of a Big Number*
22. *Estimating When Dividing*
23. *Comparing Decimals*
24. *Using Probability*
25. *Changing Scale on a Graph*
26. *Problem Solving: Keep on Trying*
27. *Problem Solving: Many Ways to Go*
28. *Problem Solving: Using a Guide*

9. How do you use IT FIGURES with your classes?

____ primarily as enrichment material
____ primarily as remedial material
____ as part of the regular mathematics curriculum
____ other (please specify)

10. If you are teaching a lesson on a particular topic, when do you use an IT FIGURES program?

____ as an introduction, preceding my lesson on the topic
____ as the principal part of my lesson on the topic
____ for a review, after my lesson on the topic
____ other (please describe)

SECTION III

1. Do your students like the IT FIGURES programs?

____ yes, very much
____ yes, a little
____ no, not very much
____ no, not at all

Comments:

2. Which program segments do your students seem to like the most?

____ the live action drama segments
____ the animated segments
____ they don't seem to have a preference

Comments:

3. Do you like the IT FIGURES programs?

____ yes, very much
____ yes, a little
____ no, not very much
____ no, not at all

Comments:

4. Do you think the IT FIGURES programs improve your students' attitudes about mathematics?

____ yes, definitely
____ yes, probably
____ I don't know
____ no, probably not
____ no, definitely not

Comments:

5. Do you think the IT FIGURES programs increase your students' understanding of mathematical processes and ideas?

____ yes, definitely
____ yes, probably
____ I don't know
____ no, probably not
____ no, definitely not

Comments:

6. Do you think the IT FIGURES programs help your students better understand the relevance of mathematics to their lives?

____ yes, definitely
____ yes, probably
____ I don't know
____ no, probably not
____ no, definitely not

Comments:

7. Do you think the IT FIGURES programs increase your students' willingness to attempt to solve problems?

____ yes, definitely
____ yes, probably
____ I don't know
____ no, probably not
____ no, definitely not

Comments:

8. Do you think the IT FIGURES programs increase your students' ability to use planned problem-solving strategies?

____ yes, definitely
____ yes, probably
____ I don't know
____ no, probably not
____ no, definitely not

Comments:

9. Which of your students seem to benefit the most from viewing the IT FIGURES programs?

____ below average students
____ average students
____ above average students
____ all my students seem to benefit

Comments:

10. Do the IT FIGURES programs complement your mathematics curriculum?

____ yes, definitely
____ yes, somewhat
____ no, not really
____ no, definitely not

Comments:

11. Do the IT FIGURES programs help increase the quality of your instruction in mathematics?

____ yes, definitely
____ yes, somewhat
____ no, not really
____ no, definitely not

Comments:

SECTION IV

1. Do you use the teacher's guide for IT FIGURES?

____ yes, always
____ yes, frequently
____ no, not usually
____ no, never

Comments:

2. Do you find the IT FIGURES teacher's guide to be useful?

____ yes, very useful
____ yes, sort of useful
____ no, not very useful
____ no, not at all useful

Comments:

3. Listed below are the sections of the teacher's guide. Check the sections that you use regularly.

____ Before the Program
____ The Program
____ Questions
____ Activities

4. Which section of the teacher's guide, if any, is the most useful to you?

5. Which section of the teacher's guide, if any, is least useful to you?

6. What kind of additional resources (print, inservice activities, computer software, classroom activities, etc.) would be useful to you?

SECTION V (If necessary, use back of page for comments.)

1. What do you like most about the IT FIGURES series?

2. What do you like least about the IT FIGURES series?

3. Would you recommend IT FIGURES to other teachers?

____ yes, definitely
____ yes, probably
____ no, probably not
____ no, definitely not

If not, why not?

4. Do you have any other comments, concerns, complaints or suggestions for IT FIGURES?

THANK YOU!!!

Together... serving education.

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